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ABSTRACT

A program in career linkages was conducted at Project Link Educational Center to bring the students to greater self-awareness in terms of their personal qualities, abilities, interests, and determinations and to express and examine these in relation to their occupational interests and goals. (Project Link Educational Center is a tuition-free, nonsectarian, nonpublic junior high school serving 100 inner-city black youth of Newark.) Program procedures included individual interviews with students, secondary school placements, assessment of career maturity, administration of occupational checklists, interdisciplinary career week, career awareness field trips, role model experiences, slide/photo presentations, postassessment of career maturity, disseminations, and community career representatives follow-up. Parents, teachers, and professionals in career areas demonstrated strong cooperation in the school's efforts to provide career education. Based on results of an occupational checklist, renewed efforts to eliminate sex bias and sex role stereotyping were required. The Career Maturity Inventory results showed that the major problem is an attitudinal one based on indecision. Students eagerly anticipated and valued the role-model experiences. (YLB)

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FINAL REPORT

OF

CAREER LINKS:
Awakening Awareness to Factors Linking Educational Choices to Occupational Interests

1982-83

Project Link Ed. Center
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LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Project Link Educational Center

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ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

Simply stated the objectives of our program in Career Links were to bring the students to a greater self-awareness in terms of their personal qualities, abilities, interests, and determinations, and to have them express and examine these in relation to their occupational interests and goals. Further, to have them compare in realistic terms their aspirations, the actual occupational scenario, the contents and contexts that occupations demand, and the possible gaps in their perceptions, preparations, plans, motivations, or personality traits. Special concern was given to provide first-hand experiences so that determinations about educational choices for occupational goals and selection of secondary educational opportunities could be done with greater enlightenment and purpose. Additionally, these experiences attempted to surface sex biases and sex role stereotyping as well as stereotyping linked with racial identifications. Investigation of these feelings, attitudes, opinions, beliefs, and expectations proceeded with openness, a search for rationale, and counterinstances that might assist understanding and gradual change.

The use of AV materials and readings designed to present occupational choices and to offer a vision other than the typical, traditional, and overly sex-defined roles launched further investigation and inquiry into careers, and questioning and evaluation of cherished positions regarding role attributes and qualifications. Classroom activities added to the forum for dialogue, discussion, and student involvement in researching personal and social viewpoints and the conditions that seem to stimulate specific postures.

Use of the Student Workbooks assisted in creating awareness of many careers and of families of careers. The elements of decision-making were treated with each group with particular concern for each student's self-inventory. A united effort on the part of all subject area teachers during the year, and especially during an Interdisciplinary Career Week, made possible the implementation of the program objectives.

Accompanying this group journey toward broadening occupational awareness was the process of individual assessment through the administration, interpretation and discussion of an extensive paper and pencil inventory tests, the CMI (Career Maturity Inventory). The Director met with each student, discussed personal career goals and interests of each, and through indices of the CMI, explored significant areas.

A role model experience was arranged for each 7th and 8th grade student, connecting her/him with the real world of occupation to which she/he aspired. Through this on-site experience and with follow-up discussion, students reappraised their occupational goal, evaluated their perception, and expressed concerns in the light of their personal abilities, qualities, motivations, needs, desires, and educational plans. Some gaps and unreal perceptions were reviewed, and several students initiated redirection in light of their increased knowledge - about themselves and their career choice. Atypical role models offered new considerations for those overly influenced by traditional modes or stereotyping.

This exemplary and innovative approach embodied many aspects of tried and true career guidance. It also focused on the appropriateness and need of real life occupational experience for junior high students, so that they might clarify future directions in work and in education. A slide/photo presentation capturing this role model experience was presented to an assembly of our students, parents, and community representatives. The goals of the program were clearly depicted and enthusiastically endorsed. Those who sponsored on-site visits encouraged renewal of the project, and continuation of this affiliation. These "links" with professionals and their careers has fostered reflection and serious deliberation as students struggle with their occupational targets and educational plans.

As an urban, minority junior high school with a high concentration of economically disadvantaged individuals, the negative influence of a decaying environment and numerous unemployed - particularly males - is apparent. The need to establish ties with the labor market and to broaden occupational aspirations and opportunities for our youth is imperative. Early familiarization with the work world will assist in the vocational development of students, and wil enable greater correlation of vocational choice with educational pursuit. The school will be true to its dedication of assisting each youngster to reach her/his potential, and to make her/his contribution to the community through a meaningful life which sees work as more than a means to money.

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INTRODUCTION

The Problem or Need

Project Link Educational Center, a tuition-free, non-sectarian, non-public junior high school founded in 1969, serves 100 inner-city youth of Newark in a program for 6th, 7th, and 8th graders. Students at Link are recommended by their district school administration and faculty because they are not working to potential, are needful of greater personal challenge, or evidence a loss of motivation for education. Small teams of students make up each class enabling the facilitation of self and other-awareness, curriculum design to meet specific needs and readiness, and development of responsibility within a context of community identity and obligation.

Early adolescence is a period of awakening toward movement into adulthood, but is frequently weak in realistic self-appraisal and the relatedness of educational choices to future occupational involvement. A great need of our students is to become acquainted with many career possibilities - non-traditional as well as traditional - to experience non-stereotyped career models that will broaden the limited vision imposed by their average immediate surroundings.

Students at Link need to grasp hold of a perception of continuing education, especially the choice of secondary placement (high school), that connects - links - this selection as realistically as possible to their aspirations for their future careers. Becoming more aware of their own potential, personal interests, occupational self-concept, and the requirements of personality, skills, and abilities for success in particular occupations can not be left to chance if these youngsters are to advance their planning, preparation, and ultimate participation in productive employment and personal fulfillment. They need to meet living role-models who are active professionals serving the community in respected non-traditional careers. They need to meet them not only in school forums, group sharings, but in the actual work site in a one-on-one basis, witnessing first-hand what the job is, requires, and contributes to the larger community as well as to the individual herself/himself.

Objectives

It is expected that students who experience this program would become more vocationally mature persons who:

1. are familiar with occupational opportunities available in this society and see them as career possibilities;

2. are more aware of the relatedness of personal interests and abilities and the choice of an occupation or career;

3. are able to acknowledge their present preferred life styles and values and can specify skills, abilities, attitudes, roles and work values that match such preferences;

4. are able to acknowledge the educational factors required for occupations and careers, especially for their preferred occupations and careers;

5. are conscious of the reality correspondence level between their occupational self-concept and the occupational pre-requisites and requisites;

6. are better able to exercise some control over their own lives through conscious choices and planning and can see that they do have alternatives from which they are choosing in order to achieve a goal that is achievable and satisfying;

7. know the resources available in school and in the community - especially work-world resources - and realize they can expand these resources to assist themselves toward their goals;

8. evidence growth in overcoming sex-role stereotyping and narrow gender and racial viewpoints, especially as they relate to careers;

9. are able to choose a high school program that will support their expressed career preferences.

Related Research

Unpublished research and proximate experiences testify to the unfulfilled need of adolescents to be better equipped to know themselves more truly, occupational requirements more fully, educational possibilities more clearly, and the bond of connectedness among these and their own personal aspirations and career plans. Having worked with Link students for two years and discovered the great gap between their individual self-perceptions, career goals, and the means to advance or revise these through realistic methods, attempts have been made to develop strategies to heighten their awareness and bring them in touch with reality. This has been done on a small scale and must be continued and enlarged because it does contribute to the new awakening that is needed to stimulate and in-touchness of the individual student with the necessity for occupational preparation through education.

Published research indicates that "Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her/his way of living. Totality meaning "not that which solely happens in laboratories and libraries or in a class from 9-3." Further, that the primary responsibility for orchestrating the totality of experiences resides in the formal education structure. The initiative for bringing the world of work, and the world of formal education together rests with the educators if the role of work is to be made understandable.

In 1978 Irving Shapiro, board chairman and chief executive officer of Dupont commented about the high unemployment rate and the larger manifestation of this among minorities. He mentioned the significant percent which represented those under age 20 and expressed concern that "Unemployed youth do not know <u>about</u> jobs and do not have the skills that jobs require."

Between 1972 and 1974 numerous studies in career education alerted us to the need for new approaches that would make the educational process one that "enlarges experience for children offering multiple opportunities for personal growth and development, expand options of role development and reduce sexual stereotyping, and creates techniques, curricular experiences, and programs that help students investigate and clarify their own values, examine preferred life styles and career patterns, strengthen their self-concepts and give them a sense of control over their own destinies."

There is little evidence that elementary schools - schools embracing 6, 7, and 8th graders - are providing students with experiences with occupational role models that will sufficiently arouse an awareness of the connectedness between their individual career aspirations and the valid planning and preparation related to the realistic characteristics of the job and job performer. Research urges innovative approaches at an early age to encompass career guidance and education techniques that have success patterns, and inclusion of resources of the community. Many high schools offer work-study opportunities to students in an attempt to enlarge the students' occupational knowledge and experience and to facilitate one's job placement. However, the majority of such programs have no preliminiary exposure of the student to the work-world via direct personal on-site contact in a one- or two-on-one day's experience, are primarily aimed at students not headed toward college, and emphasize traditional careers which most frequently relate to industry.

In 1974, Gelwick wrote, "From vocational development theory we know that exploration and establishment of a vocation occurs for most people in late adolescence and early adulthood." Her experience with college students confirmed earlier studies which Super and others (1963, 1969) explored which found much floundering in early twenties in vocational choice because of superficial knowledge of themselves and the occupations. This ties in with the concern expressed by Irving Shapiro which is cited herein, and doubtlessly continues to be a component of our current unemployment picture.

The findings of Prediger, Roth, and Noeth in 1974 which reflected outcomes of their studey in assessing and summarizing core aspects of the career development of American youth enrolled in grades 8, 9, and 11 stated: "A major finding is the sharp contrast between students' need for help with career planning and the help they have been receiving." Graphically, "If we were speaking of physical development rather than career development, we would describe American youth as hungry, undernourished, and physically retarded." And, "it is obvious that efforts to broaden the career options and choices of both males and females must overcome the pervasive influence

of work role stereotypes related to sex."

Project Link students number slightly more than 100 and represent only the black minority. As such their career education must consider black models for validation and inspiration, non-black models for integration, acceptance, mutual respect and cooperation, male and female models for reduction of stereotyping, typical and atypical role models to upgrade aspirations, adjust traditional ideas, and promote openness to options that support equal opportunity and build bridges between what men and women do and can do. Exemplary and innovative, this "bringing together" of individual students with role models at and in the model's sphere of "world of work" in a one-on-one design, offers a strategy which responds to the proven need for students to explore careers in such a way as to link them with present reality as a force for future goals and empowered personal choices.

Procedures

Note: Due to the delay in receiving the materials required to implement a significant part of our project, we were required to modify our original procedures. These modifications prevented the 8th graders from participating in the full sequence of activities before making choices for high school. It also became impossible to make a valid assessment of the project based on the CMI with the 7th graders during the 1982-83 school year. The original time-line placed the CMI in November with a follow-up in May. The testing materials arrived after January 1, 1983, forcing a complete restructuring of the procedures.

Personal Interviews with Students: All seventh and eighth grade students were personally interviewed. A discussion of personal interest, abilities, career goals and high school preferences took place.

Secondary School Placement: Primarily involved 8th graders, but some 7th graders took advantage of the early opportunity to explore high school selection. Discussion regarding the choice of secondary school placement based upon realistic appraisal of the student's interests, abilities and occupational self-concepts through High School night and through general meetings and personal conferences with students and their parents.

Facilitation of field trips to secondary schools for both students and parents.

Assessment of Career Maturity Administered to all seventh grade students individually. Career Maturity Inventory analyzed and results used with follow-up conferences with students. Test will be re-administered during the 1983-84 academic year to evaluate career maturity advancement following completion of full cycle of career orientation activities and experiences.

Administration of Occupational Checklist seventh and eighth grade students.

Use of this checklist illustrates sex bias stereotyping with opportunity for subsequent discussion of results with faculty and students. It provided the faculty with awareness of perceptions held by students and assisted them to adopt approaches and content for exploration during interdisciplinary career weeks.

Interdisciplinary Career Weeks: sixth, seventh, and eighth grade students.

Integration of decision-making skills, career information and career - oriented activities into individual subject area classes.

Career Awareness Field Trips: sixth, seventh, and eighth grade students.

Group trips to on-site work areas for occupational orientation and opportunity to question professionals. Witnessing of work processes, skills and knowledge employed, accountability process, individual and team action.

Role Model Experiences: eighth grade students.

Placement of individual students with role model for full day of work world experience. Follow-up of evaluation and discussion of occupational goals, realistic expectations and plans, student self-assessment of career interest and future selection as it correlates with educational choices and determinations.

Slide/PhotoPresentation: Slides and photos taken during career days and role model experiences arranged in a presentation with narrative to describe program, and to highlight levels of interaction and purpose.

Show presentation to students, families, community representatives at June gathering. Presentation available to others upon request.

Community Representative Follow-Up: Representatives who served to sponsor students, and additional interested business representatives to meet in summer with Director to arrange continuation and expansion of program if feasible.

Summary of Procedures

Individual Interviews with Students
Secondary School Placement
Assessment of Career Maturity
Administration of Occupational Checklist
Interdisciplinary Career Week
Career Awareness Field Trips
Role Model Experiences
Slide/photo Presentation
Post Assessment of Career Maturity
Dissemination
Community Career Representives Follow-up

Findings

A variety of findings - both expected and unexpected - manifested during the program are presented with the hope that they will further stimulate exploration into these areas of occupational and career development.

1. Parents displayed a general lack of knowledge about high school programs, quality of offerings, significance of program choice, and the correlation between the courses and future career options.

   Parents displayed a sincere desire for a 'good education' and career opportunities for their daughter/son.

   Parents gave strong cooperation with the school's efforts to provide career education.

2. Teachers demonstrated strong cooperation in supporting and assisting the career educational program. Creative efforts made the Career Week most effective and throughout the year conscious attempts were made to integrate career/occupational education with the subject matter taught.

3. Professionals in the career areas offered themselves as sponsors for the on-site days, and assisted in finding role models in career areas as well as those who could stimulate black pride and atypical roles. All were interested in the program, cooperative in setting up opportunities, and very generous in giving their time, expertise, and resources to the students.

4. Students:

   Occupational Checklist

   Students in the enrichment classes displayed above average scores compared to their classmates (7th and 8th graders).
   61% of the students tested could see men and women both performing at least 40 of the 50 jobs listed.

   Chapter I students in 7th and 8th grades scored lower.
   28% could see men and women both performing at least 40 of the 50 jobs listed.

   Females scored higher than males. (48% to 22%)

   Sixth graders scored generally lower.
   6% of these students could see men and women both performing at least 40 of the 50 jobs listed.

   Also, of those students who are above average, more are female.

   Career Maturity Inventory

   The Attitude Scale is useful in studying career development, screening for career immaturity, evaluating career education, and planning programs.

It was our hope to administer the CMI in the fall and use the results to develop the specifics of our project as regards individual students and pertinent areas for discussion and implementation. We planned to administer at least part of

the CMI again in late spring as a way to assess the effort of our project on the career maturity of the students. The arrival of the testing materials in February delayed the administration of the test until late February thereby precluding the testing of the eighth grade students since results would not be available until April, and the analysis and subsequent use of results with these students in May and June seemed impractical. This situation also eliminated post-test plans for the eighth graders.

Within an adjusted time-schedule, the CMI was administered to the seventh grade students. No post-test opportunity was possible because of the tight time periods between original testing and scoring and analysis. Plans are now in progress for the administration of a post-test to these same students in February, 1984.

The CMI is divided into two sections: The Attitude Scale
The Competence Test.

The Attitude Scale elicits dispositions of the students toward making a career choice and entering the world of work. Five attitudinal variables are measured:

decisiveness in career decision making

involvement in career decision making

independence in career decision making

orientation to career decision making

compromise in career decision making

Students scoring above the twenty-fifth percentile are most likely progressing normally in their career development. (Administrator's Manual) The results of the testing indicate the following:

29% of the students tested scored below the twenty-fifth percentile in decisiveness in career decision making

27% of the students tested scored below the twenty-fifth percentile in involvement in career decision making

15% of the students tested scored below the twenty-fifth percentile in independence in career decision making

17% of the students tested scored below the twenty-fifth percentile in orientation to career decision making

24% of the students tested scored below the twenty-fifth percentile in compromise in career decision making.

The Competence test measures the more cognitive variables involved in choosing an occupation. These include:

Self-appraisal (Knowing Yourself)

Occupational Information (Knowing About Jobs)

Goal Selection (Choosing a Job)

Planning (Looking Ahead)

Problem Solving (What Should They Do?)

The results of the testing are indicated as follows:

10% of the students tested scored below the twenty-fifth percentile in Self Appraisal

10% of the students tested scored below the twenty-fifth percentile in Occupational Information

7% of the students tested scored below the twenty-fifth percentile in Goal Selection

10% of the students tested scored below the twenty-fifth percentile in Planning

15% of the students tested scored below the twenty-fifth percentile in Problem Solving

The results of the CMI indicate that a majority of the students tested are progressing normally in their career development. However, students generally scored better in the cognitive ares (Competence Test) than in the Attitudinal Areas. This indicates that more students have difficulty in career decision making than in self-knowledge and information about the world of work. No correlation was noted regarding academic ability and career maturity nor was there a correlation between sex differences and career maturity.

As far as individual testing results revealing specific patterns, none were noted. A great variety in sub-test scores was noted, especially for individual students. These results will be very useful in individual counseling contexts.

Role-Model Experiences

Students eagerly anticipated, and valued the role-model experiences, as evidenced in the feed-back activities and discussions. The opportunity to spend time with a professional on-the-job provided enjoyable, first-hand knowledge of preparation requirements, skills, attitudes, advantages and disadvantages of a particular career choice. This exposure demanded an assessment on the part of the student regarding her/his personal choice for that career based on the student's self-appraisal and the demands and rewards of that career. In some cases, job market trends and limitations were made known, so that students were encouraged to re-assess career projections. Unrealistic conceptions of jobs, especially as regards preparation and daily routine, were modified so that the student came away from the experience with a much more accurate understanding of the work-a-day world.

Professionals in non-stereotyped roles, especially from minority groups, were sought whenever possible for the role model experience. This type of personal interaction encouraged the students to broaden their vision of career opportunities, and stimulated increased determination to work toward a particular career choice in spite of negative attitudinal pressures in society today.

During personal interviews, career interests were discussed and correlations were suggested with subject area interests and high school choices. Immediate preparation for high school was recommended, especially in those cases where application demands unique requirements. Discussion during the interviews also encouraged a knowledge and an understanding of the educational preparation beyond high school required for most career choices. This included a sincere look at the students' willingness and ability to continue school for the length of time required for a particular career.

One other area of concern subject to pertinent discussion centered around the tension caused by the desire to have children, especially expressed by the female students, and the expressed career projections. It became obvious that decisions regarding career have to be formulated and modified throughout life.

Interpretation

A review of the findings of this program and its study indicate the following:

1. Renewed efforts to eliminate sex bias and sex-role stereotyping are required in our career education program based on the results of the Occupational Checklist, especially with our below average students and with male students. Additional field trips and class discussions regarding career opportunities, as well as individual personal interviews will help to broaden students' career outlooks.

2. The CMI test results show that the major problem for our students with regard to career maturity is an attitudinal one based on indecision. This finding enables us to emphasize activities which develop decision making skills in our career education efforts and to dialogue more with students about their personal career decisions and the criteria used to make decisions in general.

   This emphasis toward attitudinal change can provide a focus for our career education program, especially since the CMI test results show that most of our students (7th grade) have an adequate knowledge of occupational information. Those few students who scored below the twenty-fifth percentile on the Competence Test will be encouraged individually to learn more about themselves and jobs through personal interviews and individualized learning assignments.

3. Adults in the community, whether parents or professional role-models were very interested in helping to develop career maturity in our students. It was very encouraging to meet with enthusiastic cooperation from the adult community, especially those in non-stereotyped roles and from minority populations. Personal bonds were developed between students and adults which continued even after the one day experience, so that there is on-going career education occurring in a very personalized and rewarding climate.

   The interaction which ensued between community industry and professional groups and our school also provided valuable "links" which helps to sustain and nourish our cooperative efforts.

4. To be most effective, career education must be integrated into the curriculum and implemented by cooperative teachers in creative and relevant ways. Coordination of individual efforts provides increased effectiveness and makes the program even more enjoyable for students and faculty.

Dissemination

A slide presentation has been developed which emphasizes the goals and objectives of the project and highlights the role-model experiences of the students. These slides were taken at the sites of the experiences with the personnel involved and with their permission. The narrative and slide sequence were prepared by the Director, faculty, and selected students. Some experiences are not depicted because of malfunction of the camera on the occasion of the event photographed. These are regrettable omissions. Presentation of the slide show with accompanying mounted photos was made to the students, faculty, parents, and representatives from the professional community. An announcement of the availability of the slide presentation with the narrative will be made through the Superintendent of Schools of the Archdiocese of Newark to those who wish to review it with the prospect of designing a similar model for their local schools.

Information regarding the project will also be available through the school public relations Newsletter which is circulated to corporate, civic and religious, educational, and community representatives throughout the North Jersey area.

Eliminating Sex Bias and Sex Role Stereotyping

To determine the presence of sex bias and sex role stereotyping attitudes in the students, the Occupation Checklist was administerd. The results were discussed with faculty members in order to encourage discussion of biases with students. Through discussion and sharing, both boys and girls were made aware of their biases and were invited to question their positions and reasoning.

Use of career workbooks, posters and selected readings also awakened new perspectives toward occupations, especially as they relate to men and women. Trends were noted that offer contradiction to long-held inaccurarate and frozen expectations of men and women, of their abilities, talents, interests, contributions, and activities.

Counter-instances were demonstrated for students and role-models from their role-model experiences as well as from contemporary history were cited to indicate the invalidation of sex biases and sex role stereotyping revealed in the testing results, discussions or manifested attitudes of the students.

Summary

Conclusions

Student career maturity was assessed by means of the CMI. Results indicated that approximately 25% of those tested (seventh grade) showed immature attitudes regarding career decision making, whereas the Competence Test analysis reflected only 10% as below level regarding cognitive variables involved in choosing an occupation. These results indicate that a majority of the students tested are progressing normally in their career development yet there seems to be more difficulty for students in career decison making than in self-knowledge and information about the world of work. No correlation was noted regarding academic ability and career maturity nor was there a correlation between sex differences and career maturity. No patterns in responses were noted but a great variety in sub-test scores for individual students was prevelant. These results are useful in individual counseling contexts, and helpful in designing integrated learning and experiential designs for individual needs. The post-test planned has been adjusted to the 1984 school schedule as an additional assessment of the project, and a follow-up report of these results is projected.

Responses to the Occupational Checklist showed academically astute students to be more accepting of men and women in occupational performances. 61% of the students tested could see men and women both performing at least 40 of the 50 jobs listed. Students in the Chapter I program scored lower. with 28% acknowledging men and women both performing at least 40 of the 50 jobs listed. Female students scored high than male students (48% to 22%), and sixth graders scored lower with 6% of the students tested seeing men and women both performing at least 40 of the 50 jobs listed. It appears that with chronological and mental maturity as well as extended experiences into real life situations connected with occupations, broader concepts are embraced.

Career awareness through individual interviews, inter-disciplinary learning activities, career field trips in groups, and role model experiences in one-on-one occupational settings allows students to explore ideas and ideals related to their self-awareness, career aspirations and goals, and educational plans. Students with teachers evaluated these experiences in terms of their past and present perceptions of the career involved expressing new insights obtained relative to preparatory measures necessary to career entrance. Adults in the community, whether teachers, parents, or professional role-models are interested in helping to develop career maturity in our students. Through personal bonding, an on-going career education can occur, and the school can be enabled to provide valuable "links' to sustain and nourish cooperative efforts. This is particularly significant for urban, minority students who experience environmental influences manifested in decaying buildings, and visible unemployment, which add a negative dimension to daily encounters. Minority role models as well as non-stereotyped role models helped reinforce efforts to eliminate biases, especially those related to sex, and served to demonstrate future possibilities for students to pursue.

Recommendations

1. Unrealistic objectives and procedures written into proposals must be addressed by the committee to the project Director before the grant is awarded. (e.g. A major modification of the procedures was necessitated by the late arrival of materials in February. This required a change in the main thrust of the project for the eighth grade and limited what was possible for the seventh grade students during the 1982-83 academic year.)
2. "Links" with professionals in the community can be encouraged as a support for educational programs and as a valuable avenue for student orientation, motivation, and assessment as regards career maturity. Such "links" are most effective in a one-on-one on-site experience.